

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the overall effectiveness of the organization. Core Question 3 consists of three indicators designed to measure schools on leadership ability and communication, school level operations, turnaround operator management and facilities.

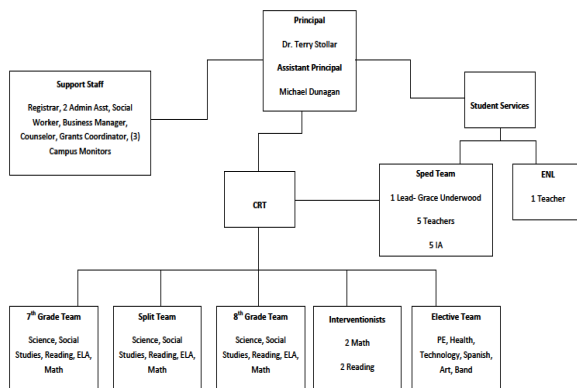
3.1. Is the school leader strong in his or her academic and organizational leadership?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
3.1 Rating	The school leader <u>Meets Standard</u> on this indicator for 2013-14.	
Sub-Indicators	Sub-indicators	
	Demonstrates sufficient academic and leadership experience	
	Has stable leadership in key administrative positions	
	Effectively communicates with school staff, has clear systems for decision-making and addresses areas of deficiency in a timely manner in accordance with requirements set forth by OEI	
	Abides by all policies, rules and regulations including all applicable federal and state laws	
	Has established clear roles and responsibilities among school staff	
	Engages in continuous process of improvement and makes mid-course corrections if needed	
	Effectively communicates the school's mission and vision to both internal and external stakeholders	

Informs and consults with the school's turnaround operator on key matters impacting the school and fosters a culture of shared accountability.

As the principal of Emma Donnan Middle School, Dr. Terry Stollar brought several years of experience in school leadership. She displayed solid organizational and leadership skills, effectively communicated with school staff and members of her administrative team, and built a culture of shared responsibility amongst internal stakeholders.

Dr. Stollar worked to ensure there were clear systems for decision-making and that areas of deficiency were addressed in a timely manner. She was receptive to feedback from OEI, was an active participant in monthly compliance meetings and engaged in a process of continuous improvement.

Organizational Chart



Dr. Stollar regularly communicated with CSUSA. While there was effective communication between Dr. Stollar and CSUSA, the division of responsibilities between the school leadership and CSUSA leadership were not always clear.

At the close of the 2013-14 school year, Dr. Terry Stollar announced her resignation as principal but indicated she would continue her work with CSUSA in another capacity. Mr. Michael Dunagan was promoted to principal upon her departure, and staff showed little concern regarding the change in leadership. Mr. Dunagan and Dr. Stollar had a history of working well together, and staff indicated they felt the environment would remain stable.

The school leader presented no concerns and met standard on all sub-indicators, therefore, Emma Donnan Middle School **Meets Standard** on this indicator for 2013-14.

3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
3.2 Rating	The turnaround operator Meets Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Effective and regular communication with school leadership	
	Effective and regular communication with the Mayor's Office of Education Innovation	
	Adherence to guidelines set forth in all contracts and memorandums of understanding and abides by applicable federal and state laws;	
	Working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance	
	Holding itself accountable for the performance of the school under its operation	
	Requesting and disseminating information in a timely manner to key stakeholders including but not limited to the school under its operation, Mayor's Office of Education Innovation	
	Engaging the school leader and staff in a manner that is conducive to the success of the school	

At the start of the 2013-14 school year, there were challenges with consistent communication and the use of effective channels between CSUSA and the Mayor's Office of Education Innovation. The challenges experienced at the start of the school year were remedied by the operator in a timely manner and communication remained effective throughout the remainder of the school year. CSUSA effectively communicated with school leadership and held Dr. Stollar accountable for the performance of all internal stakeholders—teachers, staff, and students. CSUSA conducted performance evaluations, QUEST team visits and distributed surveys in an effort to gauge progress and performance, and hold leadership accountable.

CSUSA utilized the recommendations and feedback provided by Pensarus Consulting Solutions via the external evaluation to further assess progress.

CSUSA also took into account the feedback and recommendations of the Director of Turnaround Schools to ensure progress towards established goals and objectives. The recommendation from the Director of Turnaround Schools to hire a Regional Director to assist school leadership at the start of the school year was implemented with the hire of Ms. Teresa Brown during the fourth quarter of 2013-14.

CSUSA engaged Dr. Stollar and her administrative team in a manner staff that was conducive to success. At times, greater autonomy could have been given to Dr. Stollar to make critical decisions at the school level. Nonetheless, this did not hinder her ability as school leader to ensure staff and students thrived in the environment.

CSUSA worked to adhere to all guidelines set forth in contracts and memorandums of understanding while also abiding by applicable state and federal laws. CSUSA also worked to disseminate information in a timely manner to key stakeholders and proactively notified the Director of Turnaround Schools of any information delays. The school met standard on all the sub-indicators and **Meets Standard** on this indicator for 2013-14.

3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
3.3. Rating	The turnaround operator Meets Standard for this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Compliance with all health and safety requirements	
	Ensures the facility is accessible to all students	
	Maintains and updates, as needed, a safety and emergency management plan	
	The facility is well suited to meet the curricular and social needs of the students, faculty, and members of the community	
	The facility is secure and provides the necessary personnel to provide a safe environment for all.	



Core Question 3: Governance & Leadership Turnaround Performance Framework Emma Donnan Middle School

In 2013-14, the Emma Donnan Middle School facility met all health and safety code requirements and provided a safe environment conducive to learning. The school was accessible to all, including people with physical disabilities. The facility was well suited to meet the curricular and social needs of staff, parents and community stakeholders.

While there were challenges during the beginning of the school year in terms of stable security, CSUSA worked to quickly resolve them. Emma Donnan Middle School has clear check-in and out procedures requiring all visitors to be buzzed into the building and all visitors are required to stop in the main office upon entry into the facility. There are always multiple staff members present in the front office to greet and assist visitors. The Mayor's Office of Education Innovation monitoring of Emma Donnan Middle School's compliance with all facility requirements did not reveal any concerns related to these obligations, therefore, the operator **Meets Standard** on this indicator for 2013-14.